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THE WORK AND AIMS

—OF THE—

UNIVERSITY OF ROCHESTER.

AN ADDRESS,

DELIVERED ON COMMENCEMENT DAY,

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BY

M. B. ANDERSON,

PRESIDENT.

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ADDRESS.

Twenty-five years ago this institution was but an idea, lodged in the minds of a few thoughtful men. They organized their thought, combined their efforts, gave their property, and, by the blessing of God, that idea has slowly but surely passed into a living reality. It has struck its roots deep into the soil of our state. By common consent it is recognized as one of the most salutary and vital moral forces in our beautiful city. It has made its mark. It has done good work. Its fruits are scattered all over the world. It seems fit and proper that we should now review some of the steps of our progress, and note some of the results of our labor.

All organisms destined to long life are slow in maturing. Especially is this true of those whose cells and fibres are wrought out of labor, benevolent thought and self-sacrifice. This law of growth cannot be evaded nor transcended. Our growth has been slow. Bnt more rapid growth might have endangered the solidity and proportion of the superstructure.

ORGANIZATION.

The organic law of the University is such as to give free play to all the elements in education which modern

progress has developed. In our curriculum we have retained the studies which the world's experience has tried and proved, and welcomed all new subjects whose promise justified trial. Two parallel courses of study for degrees were adopted at the outset, and students desiring to pursue short and irregular courses of study, have always—so far as they were prepared—been admitted to our regular classes and lectures. This class of students has hitherto been excluded from most of our older colleges. Next year, for the first time, Harvard receives such persons, and the fact has been widely heralded as a noteworthy improvement.

A system of optional studies has been arranged, which are taken up after the main disciplinary work of the course has been completed. These studies have been carefully chosen, with reference not to their accidental popularity, but to the demands of symmetry and proportion in a liberal education. So much has been conceded by some colleges to the fancy for variety and change, that a degree in the arts from such institutions, gives no adequate idea of the course of studies actually pursued by the student. The diploma has no definite meaning, and it *may* represent an exceedingly miscellaneous and ill-adjusted course of study. A young man of eighteen has no more capacity to select the course of study which is best for a liberal education, than he would have to mark out a course necessary to fit him for the profession of a physician, lawyer or engineer. The very studies that he needs most, he is, in following his inclination merely, least likely to take. We have, therefore, while conceding the principle of election to a certain

extent, endeavored to throw around it such safe-guards as will prevent its abuse.

DORMITORIES.

The colleges which were first organized in our country, were established in small villages, and dormitories and boarding halls, were a matter of necessity. Of late, the tendency of educational institutions is toward cities, and those colleges originally founded in villages have, when successful, generally caused the growth of cities or large towns around them. In a city, dormitories are not needed. The natural operation of the law of supply and demand will furnish all needed lodging and boarding houses for students, at reasonable prices. Having made an examination of the cost of living in a number of representative institutions, in city and country, where dormitories are provided, I find that the cost of living in this city is a little below the average cost at those colleges provided with dormitories. Dormitories, then, as ordinarily rented to the students, are not demanded on the score of economy. For the ends of good order, quiet and study, our experience leads us to the conviction that they are positively injurious. Many institutions which now have dormitories would gladly be rid of them, if it were possible; and it is matter of congratulation that we are not bound to a system which is so decidedly at variance with the spirit and tendencies of the age. We have found no difficulty in securing lodgings for our students at reasonable rates, and we prefer, on every account, that the student become a member of the community in which he temporarily resides. If it

were true that dormitories diminished the expense of living, the amount which it would cost to erect and maintain them, would still be far more serviceable to poor students if it went to create a fund whose income should be applied directly to their support.

LOCATION.

I do no more than justice to Rochester and to our beautiful Western New York, when I say that our location is inferior to that of no institution in our land. The population of our rural city has doubled since the University was founded. We are surrounded by a rich farming region, and by flourishing towns and villages, filled with such a population as furnishes the largest percentage of college students of the best character. We are at the gateway of the West. Our facilities for communication with all parts of our country, are abundant. Our city is healthy ; its population, as a whole, cultivated and moral. It combines with singular felicity, most of the advantages of a country and city location. We have, on our part, brought within the reach of the great body of our citizens, the opportunity of giving their sons a liberal education at a slight expense. We have also given from the funds of the University, free tuition to three pupils from each graduating class in the High School, as prizes for excellence in scholarship—thus putting a liberal education within the reach of many who could not otherwise attain it.

LIBRARY.

Some years since, General John F. Rathbone, of Albany, gave $25,000 to the University for a library

fund. The proceeds of this fund have enabled us to purchase books which, added to those previously in the library, number more than 12,000 volumes. We have received valuable additions from other patrons, and we may expect larger additions hereafter. The library is modern, and having been purchased to meet actual needs, contains fewer worthless books than any other within my knowledge. It is well proportioned, and represents the present rather than the past condition of human knowledge. The periodical and miscellaneous works are carefully indexed, and all the books are well catalogued. I know of no library which is better organized, or more completely available for educational purposes.

Our library building, now about finished, is fireproof, convenient, and will naturally attract to itself many valuable books and documents from the libraries of private collectors, by reason of the safety from fire which it promises. It will also save a considerable sum now paid for insurance. This building, which will cost over $100,000, is the gift of our fellow-citizen, Hiram Sibley. We consider this gift specially valuable, as a proof of the donor's confidence in our past financial and literary administration, in the solidity of our present foundation, and the reasonableness of our hopes for the future. Such a gift from one of the most sagacious and able financiers in the State of New York—from one of our own citizens, under whose eyes our work has been done, we regard as a proof of the public confidence and a benefaction which will call forth substantial responses of a similar nature from other benevolent men.

APPARATUS FOR PHYSICS.

The apparatus for the illustration of Physics becomes more simple as its doctrines are more scientifically discussed. Much of the complicated material used in former years has become valueless, and, as a general rule, the more ingenious and skilful the teacher, the less expensive the means of illustration he makes use of. The collection recently presented to the University by Dr. Hamilton, added to what we had before purchased, gives us the means of making clear to our students the fundamental principles of this branch of science.

OBSERVATORY.

By the liberality of the President of our Board of Trustees, John B. Trevor, Esq., we have been able, during the present year, to purchase a telescope and erect an observatory which will meet all the demands for the illustration of Astronomical facts and phenomena, so far as learners are concerned. Dr. Harkness, of the National Observatory, in a late letter remarked, that "there are very few astronomical phenomena beyond the grasp of your instrument." This is ready for use, and is a clear and valuable addition to our means of instruction.

CHEMISTRY.

Perhaps no department of science combines so much of practical utility in commercial and professional life, with value for the disciplinary purposes of elementary education, as Chemistry. No department has grown among us in recognition and interest more rapidly.

We now have a very comfortable lecture room, with a private working room for the professor attached. We have a laboratory for analytical work sufficient to accommodate over thirty students. It is light, well ventilated and convenient. The number of our laboratory students is constantly increasing, and we shall, ere long, need a building specially devoted to this department.

CABINET.

Our collection of specimens to illustrate the various branches of Geology and Mineralogy, is so well known, that little need be said concerning it. While there are a few cabinets in our country that are larger, there is none directly available for the ends of education, which represents so many Geological formations, or so large a portion of the earth's crust. We also have the beginning of an Anthropological collection, consisting of a fair representation of stone implements from the Scandinavian "kitchen heaps," from the drift of the valley of the Somme in France, and from various native American tribes. We hope that this collection will be increased until it shall fairly represent the beginnings of civilization among pre-historic and barbarous men.

ART.

Some attempts have been made in a few American institutions in the direction of art education. But these attempts have been generally limited to students who desire to become artists. The undergraduates are not reached, and the efforts to give them such elementary notions on Art as shall prepare them to read and

observe wisely, and fit them to profit by foreign travel, have been few and inefficient. We have well trained artists, but few connoisseurs able to appreciate and criticise them. College students have been trained carefully in the *literary* art of our own and other languages, but not at all in the Arts of Design. This has left our culture raw and one-sided. All art depends upon common laws, and no man can pretend to a liberal education who has not at least an elementary acquaintance with the history and principles of those great departments of art which address the mind through the eye. We believe that, recent as has been our origin, we have been among the very first to give to undergraduates in general, a course of lectures on the Arts of Design. By the liberality of a few friends in New York, and especially by that of a graduate of '66, residing in Rochester, we have been able to procure photographs, drawings and engravings to the value of between two and three thousand dollars. These, together with a small private collection, have been freely used to illustrate a course of Lectures on Art, given to each Senior Class. A respectable beginning for an art library has been purchased from the Rathbone fund, and no student, except by his own fault, need go out from us without the elementary knowledge upon which all art culture must be founded.

HISTORY, JURISPRUDENCE AND POLITICAL ECONOMY.

The great social, political and legal re-organization through which our own country and the world at large have been passing for the last decade, imposes upon the educated citizen new duties and responsibilities,

and requires a corresponding breadth and exactness of knowledge in order to discharge them. This has naturally led us to strengthen these departments of a liberal education. A new course of lectures on History has been prepared, involving such subjects as the Decline of the Roman Empire, the Feudal System, the History of Labor, Transportation, Mohammedanism, the Crusades, the Canon Law, and the series of agencies which developed the state system of Europe. These events have been constantly considered in their bearing on recent history, politics and life.

The study of the Greek and Roman political constitutions has received special attention. The ancient classics have been studied not alone as exercises in Philology and Rhetoric, but as illustrations of a vast range of social, political and economical principles, which have a vital bearing on the life of to-day. The Institutes of Justinian have been introduced as an elective study for the Senior Class, and a course of lectures has been given on the history and development of the Roman Law and its relation to modern codes. A course of comparative studies has been made of the constitutions of the United States, France and Great Britain, and hereafter a course of lectures will be given upon the Relation of Ethics to General Jurisprudence. The state of our national finances and the disorganized condition of our revenue system, have demanded that special attention be given to economical questions. Every educated man should be so well instructed as to be a public teacher on these topics, so vital to our moral and financial well-being, and we have taken care that no graduate shall fail of the

opportunity to obtain some fundamental scientific conceptions on this class of subjects.

In connection with these as with other topics, we have sought to bring out the powers of the pupil so far as possible, in the form of original investigation. Dissertations, oral or written, have been constantly required. These have been made a special feature in our prize system, and even in studies for the Stoddard medal given for special proficiency in Mathematics and Physics. Original investigation—as well as proficiency in Modern Languages, Constitutional History and Political Economy—will receive a new impulse hereafter from the Sherman and Townsend Scholarships, each yielding $350 yearly, which will be offered for competition the next year. I pass without notice, other departments, in which I might indicate vigorous instruction and a disposition to utilize the latest results of intelligent criticism; since it is not my design to review our course of study, but only to call attention to those recent changes interesting to our older alumni.

METHODS OF INSTRUCTION.

Much of the criticism to which the American college course has been subjected, would have been just if it had been directed against methods of instruction, rather than against the studies pursued. Routine and formalism are the constant dangers of all systematic and regularly recurrent forms of labor. This is especially the case with instruction. Form is likely to take the place of substance, and the result becomes jejune and profitless to the last degree. The end and

aim of all high education is to transform learning into power. The work of the teacher finds its analogue in the doctrine of correlation of forces in Physics. Art, scholarship, science, are in education not so much ends as means. The true aim of the teacher is to give breadth, culture, elevation and power to the minds of his pupils. This aim should control him in all his efforts. This aim we have set before ourselves in this institution. Each instructor is expected to bring before his classes, the results of original thought and independent investigation. Lectures (in some cases privately printed for the use of the students), very largely take the place of text-books; and, instead of a mere *memoriter* recitation, the student is trained and encouraged to raise questions and suggest difficulties, till each point is thoroughly understood. Further to obviate the dangers to which I have called attention, we have sought to make our instruction at once historical, comparative, scientific, practical and personal.

OUR INSTRUCTION HISTORICAL.

We endeavor to give the historical development of every department of learning and science which we teach. We hold that no body of systematic truths can be thoroughly understood, except in the history of their origin, and laws of growth. Hence, we are always teaching History, from the beginning to the end of our course of instruction. Our aim is never to lose sight of the historic method.

OUR INSTRUCTION COMPARATIVE.

We seek also to compare with each other, all stages of scientific growth, all forms of literature and art, all

the phenomena of law and social organization ; to compare the old and the new, the barbarous and the civilized, the forms of language, the types of nature, all manifestations of mental and moral action. In this way only, can we reach that comprehensive and organized system of thought which should distinguish the educated man of the nineteenth century.

OUR INSTRUCTION SCIENTIFIC.

We seek also to make all our instruction scientific in the true sense of the term. We repudiate the notion that science is conversant alone with material phenomena. The Reign of Law is as universal as the thought and plan of God. Wherever law appears, there science is possible, and attainable by man. We seek, within those limits set by the varying nature of the facts in the universe of mind and matter, to make all our instruction, whether in History or Philology, art or nature, Psychology or Ethics—really and positively scientific—to refer it all to those laws which derive their uniformity and universality from the omnipresent mind and will of the Almighty.

OUR INSTRUCTION PRACTICAL.

We seek to make our instruction practical—not, however, in that superficial and vulgar sense of the term which represents that only which can be understood without learning, discipline, thought or study—requiring the mere acquisition of mechanical rules and processes, not seen to rest on any underlying principle or law. But we believe, notwithstanding the abuse of this term, that all the laws of mind and matter are to be studied by man, for men—for some worthy end, ap-

plication or purpose. All the forces of the universe act by harmonious as well as uniform modes, and thus become a vast system of reciprocal means and ends. We study man that we may be better able to control and elevate men. We study the laws of nature that we may make them the obedient servants of civilization. We study the principles of the political and social order "that the republic may receive no detriment." In this broad sense we labor to point out the noble uses of all learning and science. That we may keep these uses of study before the minds of our pupils, we bring out from week to week, through their entire course, the relation of the significant events of the day to the great past out of which they have all sprung, and to the great future, the seeds of which they bear in their bosoms. This constant explanation of passing events by their relation to the broad experience of universal man and to the still wider laws of the physical cosmos, we have sometimes called the "editorial function" of the teacher. It embodies and illustrates what we mean by making our instruction *practical.*

OUR INSTRUCTION PERSONAL.

We seek to make our instruction personal also. We consider it not enough to impart knowledge from the chair of the professor, but we make it our duty to cultivate the closest intercourse with our students, in which mind grapples with mind, and heart throbs against heart. We would seek to adopt the method by which Socrates inspired and moulded the young Greeks in the streets of Athens, and—with reverence be it spoken—the method by which the Great Teacher

trained his disciples to conquer the world, as he talked with them by the way "till their hearts burned within them."

There were better scholars and men of more brilliant genius among the teachers of England than Thomas Arnold—but he alone brought his personal magnetism and powerful mind to bear upon his pupils *one by one*, till he transfused his great life into theirs, and created in England a new idea of the functions and power of the true teacher.

METHODS OF DISCIPLINE.

With this power of personal influence, the true idea of discipline is intimately connected. No petty system of infinitesimal pains and penalties, putting a premium on deceit and lying, can transform the crude and callow school-boy into a courteous and self-restrained gentleman. The student enters college at the most critical period of his moral life; at a time when he feels the stormy passions and impulses of manhood, while possessing only that minimum of self-control normal to the boy. It is the period of transition most dreaded by the thoughtful parent and most dangerous to the child. At this period the parent too often carelessly throws off the burden of responsibility and expects it to be assumed by the college teacher. The weight of this burden those only know who have borne it. He who would succeed in the task thus imposed must have a combination of almost antagonistic elements of character. He must be courageous when courage is needed, strong in scholarship, intellect and will, or his students will despise him. He must be patient,

courteous and sympathetic, or he cannot control their hearts. The man who has, from nature and discipline, that "kindly mixture" of qualities which make up the popular ideal of an executive officer in a college, has not yet been born. Yet partial and fond parents judge of all his inadequacies and mistakes in the application of college discipline with reference to this unattained and unattainable ideal.

However much we may have failed in its realization, our purpose has always been to promote morality, industry and good order, not by espionage and penalties, but by constant, personal and frankly avowed efforts to develop the self-controlled, truthful and manly character which justifies, in the truest sense of the term, "the grand old name of gentleman." Successive classes of our students, fellow-citizens, have walked your streets, worshipped in your churches, partaken of your hospitality. Many of them have settled for life in your city. I venture to hope that our graduates, who for all these years have lived among you, have, on the whole, borne witness that our efforts to cultivate among them a manly and honorable character have not been in vain.

WHAT HAS BEEN ACCOMPLISHED.

Their work alone must, after all, be the ultimate test both of men and institutions. We have graduated a little over 600 men, and nearly as many more have gone over a part of our course without completing it. Of the 600 who have graduated, 195 have become clergymen in various religious denominations, 116 have become lawyers, 155 have become business

men, 28 have become physicians, 75 have become professional teachers, 12 have become journalists, 1 an astronomer, and 1 a geologist.

Of the 75 teachers, 22 have received appointments as professors in colleges or professional schools, and 5 of the number have been tendered the presidency of similar institutions.

At the breaking out of the late war, one-eighth of the whole body of our alumni entered the army. A more than equal proportion and a larger number of the under-graduates followed their example. Ten of this number were killed in battle or died in the service.

Of the success of these men in their several callings, it is hardly proper for me to speak in detail. Genius, extraordinary executive ability, or a great career, are given to few men, and hence the number of men educated who are found to possess these gifts is not a fair test of the usefulness of an institution. By far the largest share of good work for man, society and religion, is done by plain, undistinguished men, of good sense and sound character. To furnish and train the minds of such men must ever be the main end of the educator. Neither genius nor common-sense can be furnished by a university. But it can discipline and prepare those who possess these qualities for every possible sphere of human life and duty. Our graduates are still young, and as yet have had little opportunity of achieving the distinction of which they may be capable. We believe that those who know their history will agree in this: that, for breadth of view, sound scholarship, good sense and administrative capacity, they will bear a

favorable comparison with the same number of graduates of similar age taken from the alumni of any one of our sister institutions. We point to them, as did the Roman matron to her sons, with thankfulness and hope. Whatever the next twenty-five years may have in store for our alumni, we have faith, that as they have done their duty in the past, so in the future they will be found at the front, in peace or in war, wherever blows are to be given or received in the service of humanity, in the conflict with error, or in the defense of the republic.

OUR FINANCES.

An institution of learning, by its consecration to so high an end, requires a combination in itself of all forms of human power. Intellect, scholarship, administrative capacity, unselfish devotion, force of will, untiring industry, all find a place among the "lively stones" of such a moral structure. Hence capital, the tangible reward of human labor and self-denial, is needed. In the founding of an institution of learning, as in all great achievements, every kind of capacity must co-operate to produce the result. We started our work with $130,000. With so small a capital it was a perilous undertaking! Year after year we have been borne down with anxiety from the bankruptcy which seemed to stare us in the face. But, by the blessing of God, we have never, in our darkest periods, closed a year without an inventory larger than that with which we began it. Besides meeting our heavy current expenses, we have averaged for twenty-five years an increase of capital of $18,000

a year. We have now property which inventories $575,000. At this rate of increase, the next twenty-five years will give us more than $1,000,000. But, may we not hope that our yearly growth in capital will be much larger in the future than it has been in the past? I am glad that we were not endowed on our *promises* to do good work in the future. I, for one, vastly prefer that our endowments shall be received as the public recognition of good work already accomplished. "The vitality of a university," says Sir Henry Maine, "is proved by those benefactions which are the natural payment of society for the immense benefit which it receives through the spread of education;" and he farther says: "It is my fixed opinion that there is no surer, no easier, no cheaper road to immortality (such as can be obtained in this world), than that which lies through liberality expending itself in the formation of educational endowments."*

All experience shows that he only can command an enduring and worthy reputation, who connects his name with the moral and intellectual history of man. We present our work as our claim to the benefactions of our patrons, and our fellow-citizens of this city and state. On this basis we rest our hopes for the additional working endowments we so sorely need. We pledge ourselves and our successors to give back in service to our city, our state and the world, in proportion to the capital which they put into our hands.

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* Address to the University of Calcutta.

CONFIDENCE IN THE FUTURE.

If this generation shall fail to recognize our work, we can wait. Nothing on earth, except the Church of God, has such vitality as a solidly-rooted university. Within the past five centuries, dynasties, thrones and states have passed away, and are almost forgotten. But the universities of Bologna, Paris, Prague and Padua, Oxford and Cambridge, flourish as if endowed with immortal youth, and the memory of their founders will live through all time.

In this hundredth year of our nation, are there, on all our broad continent, any institutions of man, whose administration has been more pure, whose influence has been more elevating and healthful—which to-day wreathe the brows of their founders and benefactors with more unfading renown, than the great ante-revolutionary institutions of learning? Moral laws are eternal as God. What has been in the past, is the type of the future.

Pardon me for a word personal to myself. It is my unwavering faith in the solidity, breadth and permanence of our foundations which has held me steadily at the work to which, twenty-three years ago, the Trustees of this Institution called me. My function has been that of a pioneer. I shall never cross the Jordan which rolls between me and the promised land of my ideals and hopes. I have deliberately sacrificed my desire to leave a mark on the scientific thought of my country, that, working beneath the ground, I might aid in fixing and settling the "foundation stones" upon which, in the coming centuries, a worthy superstructure may spring aloft in

fair and beautiful proportions. For years, I have suffered from that hope deferred which maketh the heart sick; but I have learned that "They also serve who only stand and wait."

During these years I have often lost confidence in my own capacity for bearing my share of the burdens laid upon us. But I have never, for one moment, lost confidence in the final success of the University. Its ultimate triumph has always stood out before me as clear as the sun in heaven. No institution, which has garnered into itself so much of labor and sacrifice, so many gifts of property consecrated to the blessing of man, so many heaven-inspired prayers in its behalf, can fail. It rests on the Everlasting Foundations.

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